

The English Teaching Strategies For Young Learner in MIN 1 Sikka

Lita Lestari

IKIP Muhammadiyah Maumere

lestarilita40@gmail.com

Rikardus Nasa

IKIP Muhammadiyah Maumere

rikardusnasa@gmail.com

Nur Syamsiyah Ekhsan

IKIP Muhammadiyah Maumere

syamsiyahnew@gmail.com

Alamat : Jl. Jendral Sudirman Kelurahan Waioti, Kecamatan Alok Timur, Maumere.

Author corespondance : lestarilita40@email.com

Abstract. This aims of the research, to find out the teaching strategies used by teachers at MIN 1 Sikka and to find out the implementation process and the problems encountered during the strategy implementation process. This research uses a qualitative method, with the techniques of data collection of observation and interviews. Based on the results of research, it was concluded that, in the learning process there are 5 learning strategies used by the teacher in delivering learning material, namely Case-Based Small Group Discussion strategies, Demonstrations, Games, Independent Study, and Role Play. where the teaching strategy is used, the teacher will go through several different processes in each strategy such as the steps in the implementation process, to the time, class, and material used in each strategy which of course will also be different. As for implementing the learning strategy that has been chosen, there are several problems in the implementation process that teachers will definitely face, especially when the strategy is applied to young learners as students are usually less focused because basically they prefer to play, the class atmosphere is less conducive because students are more choose to play rather than study, and students' pronunciation is still not quite right.

Keywords: English Teaching Strategy, Young Learner

BACKGROUND

When viewed from the development of the current era, English has become a language that we must master as a means of global communication. English should also be actively mastered both spoken and written. According to Chaer (2013), English is the main international language that become the lingua franca of all nations in the world, so if we want to enter the international world, we must master English as well as possible.

One way to master English is learning it at a young age. Many people assume that the earlier a person begins to learn new things, the easier he will master them. Todd (2003) argues that age factor determines optimal achievement in L2. The Critical Period Hypothesis (CPH) also supports that language can be obtained more easily in the age range of two years to early adolescence (Brown: 2000). In addition, Ryan (2004) also emphasizes that early age It should be used thoroughly for language Training. Mentioned by Paradis (2004) and

Johnstone (2009) some advantages to start learning English at an early age. They state that children have a great passion for learning languages especially sound systems, and complicated implicit knowledge in which knowledge is held unconsciously. and we need to know that in the learning process a teacher must have a strategy so that the material conveyed can be well received.

According to Marrus (2002) strategy is defined as the process of determining which plans top leaders focus on long-term goals of the organization, accompanied by the preparation of a method or efforts to achieve this goal. According to Tjiptono (2011) Strategy is a set of overall ways related to the execution of ideas, a plan within the specified time. From the opinions above, the strategy can be interpreted as a plan devised to achieve desired destination. therefore, to achieve its goals a teacher must have a strategy in teaching. According to Stone and Morris (in Issac, 2010) said that a teaching strategy is a general plan for lessons that includes structure, instructional objectives and an outline of planned tactics, which are necessary to implement the strategy. Furthermore, Issac (2010) explained that the trick of teaching is the behavior of the teacher that he embodies in the classroom that is, the development of teaching strategies, providing the right stimulus for timely responses, drilling for learned responses, improving responses with extra activities and so on.

During the process of learning to teach English, of course it is not easy. so students sometimes feel lazy and bored. From this role a teacher must be able to increase students' enthusiasm in learning English and find effective strategies to make students interested. However, it cannot be denied that determining teaching strategies is not easy. The teacher must determine the right strategy in teaching with many considerations such as class conditions and so on. Thus, the objectives of the learning process can be achieved. Therefore, researcher conducted this research to find out the strategies used by teacher at MIN 1 Sikka and what problems were encountered when implementing these teaching strategies to become learning for teachers and prospective teachers in the future. In addition, researcher chose to conduct research at MIN 1 Sikka because researcher wanted to research young learners. Related to the background of research, researcher must limit the scope of research. therefore, the researcher focused on finding out what English learning strategies used by teacher at MIN 1 Sikka, especially in grade 4, 5, and 6. Furthermore, researcher needs to add more information about the process and problems encountered in implementing the strategy. Problem of Research is What are teaching strategies used by English teacher in teaching young learners at MIN 1 Sikka?, How is the implementation of teaching strategies used by

English teacher in teaching young learners at MIN 1 Sikka? And What are the problems encountered when implementing the teaching strategies used by English teacher in teaching young learners at MIN 1 Sikka? Objective of Research is To identify teaching strategies used by English teacher in teaching young learners at MIN 1 Sikka, To describe the implementation of teaching strategies used by English teacher in teaching young learners at MIN 1 Sikka and To identify the problems encountered when implementing the teaching strategies used by English teacher in teaching young learners at MIN 1 Sikka.

RESEARCH METHODOLOGY

3.1 Place and Time of Research

The researcher conducted this research from January until June 2023 with the location at MIN 1 Sikka. Also in this research, the researcher chose to conduct research in the filial class of MIN 1 Sikka in Darat Pantai village, Talibura District, especially in grades 4, 5, and 6. The reason the researcher chose this place as research is because this school is a school that has just been established and is located in a village area, of course, the facilities and infrastructure are still lacking.

3.2 Method of Research

This research uses a qualitative method. According to Moleong (2017) qualitative research is research that intends to understand the phenomenon of what is experienced by research subjects such as behavior, perception, motivation, action and others holistically and by means of descriptions in the form of words and language, in a special natural context by utilizing various methods natural. The data collected are in the form of words, not numbers. Thus, qualitative research is research that is descriptive of written data, revealing a problem situation and facts. In terms of data collection, Gill net. al. (2008) suggests that there are several types of data collection methods in qualitative research, namely observation, visual analysis, literature research, and interviews (individual or group). Therefore, the researcher chose a qualitative method because the data collection techniques from the researcher are observation and interviews and also this research departs from the data, utilizes existing theory as explanatory material and ends with a theory.

3.3 Source of Data

In this research, of course, the researcher needs a valid and reliable data source. In this case the data sources are divided into two, namely primary and secondary data sources.

1. Primary data

According to Indrianto and Supono (2013), "Primary data is a source of research data obtained directly from the original source (not through media intermediaries). In this research, which included primary data, namely data obtained directly through interviews with informants or teacher at MIN 1 Sikka who were the target of researcher. The source of this research data is the learning process that occurs in the classroom. Data from teacher interviews and class observations at MIN 1 Sikka.

2. Secondary data

According to Umar (2013) secondary data is primary data that has been further processed and well presented by primary data collectors or by other parties, for example in the form tables or diagrams". in this research, which includes secondary data are references that the researcher got from the results of research by previous researcher about English teaching strategy for young learner.

3.4 Techniques of Data Collection

1. Interview

According to Esterberg in Sugiyono (2015) an interview is a meeting conducted by two people to exchange information or an idea by means of question and answer, so that it can be reduced to a conclusion or meaning in a particular topic. Interview is a data collection technique by asking questions directly to the subject in the research. In this research the author uses Structured interview.

Esterberg (in Sugiyono, 2018) argues that interviews are not structured is a free interview where the researcher is not using interview guidelines that have been systematically arranged and complete for data collection. Interview guide used only in the form of an outline of the problems that are asked. In this research, the researcher conducted interviews with teacher from MIN 1 Sikka to find out the strategies for teaching English and the problems faced by these teachers.

2. Observation

According to Sugiyono (2014) observation is a complex process, a process composed of various biological and psychological processes.

- 1) Record is recording the learning process that takes place in the classroom.
- 2) Notes, namely recording the teaching strategies carried out by the teacher and the problems faced during the learning process.

In this research the researcher observed the learning process that took place in class at MIN 1 Sikka, directly see the learning process that occurs in the classroom to obtain data which is the purpose of the researcher of conducting this research.

3.5 Techniques of Data Analysis

According to Miles and Hubberman (in Sugiyono, 2007), is collecting data, reduction of data, presentation of data and the last step is conclusion. The techniques are as follows.

1) Reduction Data

Reduction data are a simplification through selection and it is focusing raw validity data become meaningful information, so easy to make a conclusion.

2) Presentation of Data

Presentation of data often used in qualitative data is a narrative. Presentations of data contain collection of information that arranged systematically and easy to understand.

3) Conclusion

Conclusion is a last step in data analysis, we must look the results of data reduction, keep refer to problem statement in the purpose to be achieved. Data has been arranged and compared between one to other, it is to make a conclusion as an answer of the problem.

FINDING AND DISCUSSION

4.1 Finding of Research

The findings of this research address the research problem namely teaching strategies used by English teacher in teaching young learners at MIN 1 Sikka, the process of teaching strategies used by English teacher in teaching young learners at MIN 1 Sikka, and the problems encountered when implementing the teaching strategies used by English teacher in teaching young students at MIN 1 Sikka.

4.1.1 Teaching Strategies Used by English Teacher in Teaching Young Learners at MIN 1 Sikka

Based on the results of interviews and observations conducted by researcher to find out the teaching strategies used by English teacher at Filial MIN 1 Sikka, the researcher found several teaching strategies used by the informant, namely:

1. Case-Based Small-Group Discussion

Based on the results of interviews conducted by researcher, it was found that the informant used Case-Based Small-Group Discussions as one of their strategy in teaching young learners at Filial MIN 1 Sikka. This can be seen from the results of interviews with informant who said that:

“kalau untuk diskusi sering digunakan karena menurut saya Bahasa inggriskan tingkatnya agak sukar untuk anak setingkat SD jadi kalau untuk memecahkan suatu masalah didakam kelas biasanya kita berdiskusi”.

Based on the results of the interview above, the informant said that, at the elementary level English was quite difficult, therefore, in solving a problem in class, the informant would usually hold a discussion. Additionally, based on the result of observation the researcher found that informant used Case-Based Small-Group Discussion in teaching young learners at MIN 1 Sikka. This strategy can be applied to grade 4, 5, and 6 where its application can be applied to all learning topics, for example topics on Things at the Bedroom, At the Park, Transportation, Direction and Location and others.

2. Demonstration

Based on the results of interviews conducted by researcher, it was found that the informant used Demonstration as one of their strategy in teaching young learners at MIN 1 Sikka. This can be seen from the results of interviews with informant who said that:

“Biasa sebelum saya menyuruh sesuatu saya menggunakan body language dulu, saya menyuruh diri saya sendiri untuk melakukan suatu gerakan misalkan ketika saya mau mengambil sebuah buku dengan serta merta saya langsung melakukan gerakan seolah-olah saya lagi mau mengambil buku sehingga dari situ anak didik saya langsung tau, oh iya itu gerakan mengambil buku seketika langsung saya mengucapkan kata contoh I want take a book”.

Based on the results of the interview above, the informant said that using body language in explaining a sentence to students is like doing something and then saying it in English. Additionally, based on the result of observation the researcher found that informant used Demonstration in teaching young learners at MIN 1 Sikka. In this strategy can be applied to grade 5 and 6. where the application can be in learning topics, for example topics about Greetings, Introducing Oneself, Describing People and Objects, Owners and others.

3. Games

Based on the results of interviews conducted by researcher, it was found that the informant used Games as one of their strategy in teaching young learners at MIN 1 Sikka. This can be seen from the results of interviews with informant who said that:

“Interaksi antara anak itu saya buat semudah mungkin supaya mereka tidak kaku dimana disela-sela ada materi pasti kami ada main-mainnya, tepuk tanganya pokoknya membuat suasana itu menyenangkan”.

Based on the results of the interview above, the informant said that in order for the class atmosphere to be as comfortable as possible and the students were not rigid, the informant would hold games between class hours. Additionally, based on the result of observation the researcher found that informant used Games in teaching young learners at MIN 1 Sikka. This strategy can be applied to grade 4, 5 and 6. where it can be applied to all learning topics, for example topics about. Toys and Games, Professions, Holidays, and others. because this strategy can be done before starting learning or in the middle of the learning process.

4. Independent Study

Based on the results of interviews conducted by researcher, it was found that the informant used Independent Study as one of their strategies in teaching young learners at MIN 1 Sikka. This can be seen from the results of interviews with informant who said that:

“Belajar sendiri biasanya itu kalau mengulang materi pelajaran misalkan materi kemarin saya sudah bahas kalau misalkan saya tidak masuk atau ada halangan atau memang saya sengaja itu mungkin ibu sya suru belajar sendiri selama 5 menit”.

Based on the results of the interview above, the informant said that if the informant could not carry out the lesson for some reason, the informant would give students time to study material that had been previously discussed for 5 minutes on their own. Additionally, based on the result of observation the researcher found that informant used Independent Study in teaching young learners at MIN 1 Sikka. This strategy can be applied to grade 6, where its application can be applied to all learning topics in grade 6, for example topics on Direction and Location, Holidays, Describing People and Objects and others.

5. Role-play

Based on the results of interviews conducted by researcher, it was found that the informant used Role-play as one of their strategies in teaching young learners at MIN 1 Sikka. This can be seen from the results of interviews with informant who said that:

“Role-play itu selalu ibu misalkan kami kemarin tentang history of soekarno”.

Based on the results of the interviews above, the informant said that role play is always used in learning, such as the example they played for the history of Soekarno. Additionally, based on the result of observation the researcher found that informant used Role-play in teaching young learners at MIN 1 Sikka. This strategy can be applied to grade 6, where its application can be applied to learning topics in grade 6, for example topics on Government and Folklore (fairy tales).

4.1.2 The Process of Teaching Strategies Used by English Teacher in Teaching Young Learners at MIN 1 Sikka

Based on the results of interviews and observations conducted by researcher to find out the process of teaching strategies used by English teacher in teaching young learners at MIN 1 Sikka, the researcher found the learning process of each teaching strategy used by informant, namely:

1. Case-Based Small-Group Discussion

Based on the results of interviews and observation conducted by research have found that first way to do that is the teacher needs to have a media. because where the media is able to provide a stimulus to students to think or imagine what will be discussed or studied later. Media is very important and useful for any learning topics.

“kemarin kita bahasa mengenai direction atau petunjuk arah jadi disitu saya punya siswa-siswa masih belum paham arah-arrah denah yang akan dijadikan petunjuk jadi saya print dulu gambar-gambar denah yang akan kami bahas lalu saya membagi dalam beberapa kelompok setelah didalam kelompok mereka mulai mencari tau dulu kosa kata yang mau digunakan setelah itu mereka merangkai dalam kalimat-kalimat kemudian langsung mereka mempraktikanya di depan kelas bersama kelompoknya masing-masing”.

Based on the results of the interview above, the informant said that one example of applying discussion in the learning process was like topics regarding directions, where the teacher realized that the students still did not understand the plan directions that would be used as instructions so the teacher printed pictures. -draw the floor plan that will be discussed and then divide into several groups, once in the group they start to find out the vocabulary they want to use first, after that they arrange it in sentences and then practice it in front of the class with their respective groups.

In the process of implementing this strategy, there are several steps that are carried out, including opening with greetings and continuing with reading prayers, linking the previous topic with the topic to be studied and linked to student experiences, and Provides an overview of the benefits of learning that lesson will learn in everyday life. then in the main activity, students will be guided by the teacher to form several small groups and then pictures will be distributed which will be discussed by each group, after that the students will start discussing and the results of the discussion will be read out in front of the class by each group. in closing activities, the teacher provides motivation and feedback on student work, students provide conclusions about the topic they have just learned with the teacher, and the lesson is closed with prayer and greetings.

2. Demonstration

Based on the results of interviews and observation conducted, by researcher have found that, In the demonstration process session, the first process that must be carried out by the teacher is to be able to have high creativity in terms of making himself an exemplary

object that students can understand. Another way is to look for things around us that can be used as exemplary objects. because in such ways it can give enthusiasm in learning.

“biasa sebelum saya menyuruh sesuatu saya menggunakan body language dulu, saya menyuruh diri saya sendiri untuk melakukan suatu gerakan misalkan ketika saya mau mengambil sebuah buku dengan serta merta saya langsung melakukan gerakan seolah-olah saya lagi mau mengambil buku sehingga dari situ anak didik saya langsung tau, oh iya itu gerakan mengambil buku seketika langsung saya mengucapkan kata contoh I want take a book seperti itu langsung diulangi oleh anak-anak saya jadi tanpa saya kasitau bahwa I itu apa, want itu apa, book itu apa tapi karena mereka sudah melihat gerakan saya otomatis langsung terekam bahwa oh iya kata ini bahwa iya dengan gerakan yang dilakukan oleh guru saya berarti dia mau mengambil sebuah buku”.

Based on the results of the interview above, the informant said that one example of the process of implementing a demonstration strategy was by using body language where the teacher told himself to make a movement, for example when the teacher wanted to take a book, the teacher immediately made a movement as if he were going to pick up a book. so that the students immediately known, oh yes it's a movement accompanied by the pronunciation of words in English related to the movement, for example I want to take a book and it is repeated by students, so without being told what I is, what is want, what is a book but because the students have seen the teacher's movements, it is automatically recorded that the word that is called means that the teacher will take the book.

In the process of implementing this strategy, there are several steps that are carried out, including opening with greetings and continuing with reading prayers, linking the previous topic with the topic to be studied and linked to student experiences, and Provides an overview of the benefits of learning that lesson will learn in everyday life. then in the main activity, the teacher starts by trying to explain the meaning of a sentence in English using body language, namely the teacher will carry out an activity and say it in English, then the students will be asked to repeat it until they can understand the meaning of the sentence and say the sentence correctly right in English. in closing activities, the teacher provides motivation and feedback on student work, students provide conclusions about the topic they have just learned with the teacher, and the lesson is closed with prayer and greetings.

3. Games

Based on the results of interviews and observation conducted by research have found that, in this section there are actually many ways that need to be done by a teacher, depending on the creativity of the teacher alone. according to the interviews conducted and it was found that there are two ways of playing that need to be done, namely: ice breaking and whispering. because the two methods are able to provide a result that is quite satisfying, namely that students do not feel awkward and are able to interact more deeply between students and teachers.

“Sebelum kita memulai pelajaran biasanya kita ice breaking dulu kalau misalkan ice breakingnya itu mereka sudah bosan biasanya kita pake whispering yaitu berbisik dimana beberapa orang berdiri didepan kelas misalkan 5 atau 6 orang saya membisikkan satu kalimat dan kalimatnya menggunakan bahasa inggris itu namanya whisper”.

Based on the results of the interview above, the informant explained that in the process of implementing the game strategy in learning, one of them was the whispering game, namely by ordering several students to go to the front of the class, around 5 or 6 people, after that the teacher whispered one sentence in English to the first person and then forwarded it to the next person. last and will be said aloud by the last person the sentence he heard before.

In the process of implementing this strategy, there are several steps that are carried out, including opening with greetings and continuing with read a prayer, then after that it will be interspersed with a game that has been inserted by the teacher so that students are more enthusiastic about starting learning and also a stimulus for students, then linking the previous topic with the topic to be studied and linked to student experiences, and Provides an overview of the benefits of learning that lesson will learn in everyday life. then in the core activities, the teacher begins to explain the topic being taught and during the lessons will be interspersed with games related to the topic being taught, so that students don't get bored and easily understand the topic being discussed. in closing activities, the teacher provides motivation and feedback on student work, students provide conclusions about the topic they have just learned with the teacher, and the lesson is closed with prayer and greetings.

4. Independent Study

Based on the results of interviews and observations conducted by the research, it was found that the implementation of this strategy was carried out 5 minutes before starting the

lesson, that is, students would be given the opportunity to independently review topic that had been previously taught and then after that the teacher would ask again.

“Belajar sendiri itu kalau mengulang materi pelajaran misalkan materi kemarin saya sudah bahas, kalau misalkan saya tidak masuk atau ada halangan atau memang saya sengaja itu mungkin ibu saya suruh belajar sendiri selama 5 menit setelah itu saya masuk dan menanyakan ulang apa yang dipelajari oleh anak didik saya tersebut”.

Based on the results of the interview above, the informant explained that 5 minutes before learning started, students would be given the opportunity to independently review the material that had been taught before and then after that the teacher would ask again.

In the process of implementing this strategy, there are several steps that are carried out including, before starting the lesson the teacher will give 5 minutes for students to study the topic that has been taught before, after 5 minutes have passed the teacher and students will open with greetings and continue with reading prayers, linking the previous topic with the topic to be studied and linked to student experiences, and Provides an overview of the benefits of learning that lesson will learn in everyday life. then in the core activity, the teacher begins to explain the topic being taught. in closing activities, the teacher provides motivation and feedback on student work, students provide conclusions about the material they have just learned with the teacher, and the lesson is closed with prayer and greetings.

5. Role play

Based on the results of interviews and observation conducted by research have found that, the process in this section is usually carried out often, the process is by dividing the roles of each student according to the historical context that is presented. because with the division of roles like that can refer each student to learn the responsibilities given and train the child's mentality.

“Misalkan kami kemarin tentang History of Soekarno, jadi disitu ada mereka yang menjadi golongan muda untuk menculik si Soekarno ada juga yang golongan tua”.

In the process of implementing this strategy, students will play the role of being one of the predetermined figures where, in Filial MIN 1 Sikka they play a role about the History of Soekarno, and in this process the students are given their respective roles; each by the teacher where some become Soekarno, there are those who are young people who kidnap Soekarno, and there are those who are old people. after getting their respective roles, the

students were given dialogues in English to memorize and later they would display them in front of the class.

In the process of implementing this strategy, there are several steps that are carried out, including opening with greetings and continuing with reading prayers, linking the previous topic with the material to be studied and linked to student experiences, and Provides an overview of the benefits of learning that lesson will learn in everyday life. then in the main activity, the teacher will distribute each role to the students along with the dialogue they have to say, then they will first practice pronouncing the dialogue in English and continue with practicing the movements they have to do, then after that the students will welcome to practice together. in closing activities, the teacher provides motivation and feedback on student work, students provide conclusions about the material they have just learned with the teacher, and the lesson is closed with prayer and greetings.

4.1.3 The Problems Encountered When Implementing the Teaching Strategies Used by English Teachers in Teaching Young Students at MIN 1 Sikka

Based on the results of interviews and observations conducted by researcher to find out the problems encountered when implementing the teaching strategies used by English teachers in teaching young students at MIN 1 Sikka, the researcher found that in the implementation of the learning strategies that had been carried out, in fact found several problems faced by the informants in the process of implementing these strategies in the classroom, namely:

1. Case-Based Small-Group Discussion

Based on the results of interviews and observations conducted by researcher, problems faced by informant were found when implementing this strategy, where students tend to be less focused in the discussion process so that teachers are required to be more creative in order to keep students' attention not distracted.

“Kalau untuk fokus ya itu bermasalah sekali ibu soalnya, biasanya mereka lebih suka bermain”.

Based on the results of the interviews, the informant said that in the process of implementing this strategy the students were usually less focused because basically they preferred to play. In the results of observations made by researcher, it was found that students were more calm following the ongoing learning process, where they were more focused and did not act excessively. This is inversely proportional to the results of the interviews and after

being confirmed again with the informant, the reason the students became more silent was because there were new people around them. With the problem above, the solution that the teacher takes to overcome this problem is to always ask questions, call the student's name, and tell students to do something so that students focus again on the teacher.

2. Independent Study

Based on the results of interviews and observations conducted by researcher, problems faced by informants were found when implementing this strategy, where if the teacher did not directly supervise the process, the classroom atmosphere was not conducive because the students would prefer to play rather than study. It was found that the problems faced by the informants when implementing this strategy, where if the teacher did not directly supervise the process, the classroom atmosphere was not conducive because the students would prefer to play rather than study.

“kendalanya itu kalau saya tidak ada pasti main, kurang serius, main itu pastinya”.

Based on the results of interviews, informant said that in the process of implementing this strategy in learning, students usually prefer to play when not being supervised by the teacher. With the problem above, the solution that the teacher takes to overcome this problem is to keep watching several times during the process of implementing this strategy, where the teacher will go around each bench to make sure they stay focused on learning.

3. Role play

Based on the results of interviews and observations conducted by researcher, problems faced by informant were found when implementing this strategy, it was found that the problems faced by the informants when implementing this strategy, where the pronunciation was still not quite right. We know that in learning English, pronunciation is very important, because in order to be understood by other people or the teacher, when we speak it must be clear so that we don't get the wrong meaning or our intentions conveyed.

“kemarin itu pernah bermain dan alhamdulillah kendalanya hanya di ucapan saja, pronunciationnya kurang bagus”.

Based on the results of interviews, informant said that in the process of implementing this strategy in learning, the problems encountered were only the students' pronunciation which was still not quite right.

With the problems above, the solution that teachers do to overcome these problems is to train students more often how to pronounce a word or sentence correctly.

4.2 Discussion of Research

4.2.1 Teaching Strategies Used by English Teacher in Teaching Young Learners at MIN 1 Sikka

English teachers apply teaching strategies in teaching young learners. It can be determined from the results interviews and observations. informant said that in teaching young students, it is very important to determine the strategy that should be used. From one part of the interview transcript, it can be seen that there are several strategies used by the informant is the Case-Based Small-Group Discussion strategy, Demonstration, games, Independent Study, and Role Play.

Case-based Small group discussion is a learning strategy that provides opportunities for students to learn more actively by working together in groups to achieve a set goal. In small group discussions students are stimulated to explore ideas, increase understanding of new things, techniques for solving problems, encourage the development of thinking and communicate effectively, improve teamwork, and increase student involvement in decision making. This strategy is based on several teaching theories which emphasize that students can be independent and active in their learning. it is the same as the statement of Djamarah (2005) learning with a small group discussion strategy is closely related to basic and advanced questioning skills, reinforcement skills, and skills to open and close lessons. So the small group discussion strategy is a teaching strategy which emphasizes the activeness of student learning through learning discussions small group.

Strategy demonstrations are no less important than other strategies. where the informant felt that using this teaching strategy for young students was quite effective because the teacher applied it by direct example of an action to the students so that students could quickly understand what the teacher explained. This was also stated by Syaiful (2008) that the Demonstration strategy is a show about the process of the occurrence of an event or object to the appearance of exemplary behavior so that students can know and understand it in real or imitation. In addition, Syah (2013) also stated that the demonstration strategy is a teaching strategy by demonstrating items, events, rules and sequences of carrying out an activity, either directly or through the use of teaching media relevant to the subject matter or material being presented.

Games are a very effective strategy to apply to young students, because it is seen from the character of the young students. Based on the research results, the informants applied this strategy to make the class atmosphere comfortable and to attract students' interest in understanding the Topics. This was also expressed by Luhsasi & Permatasari, (2020) that deep game integration learning can attract students' interest in understanding the material.

Independent study strategy is learning strategies that aim to building individual initiative, independence, self-improvement. where students are trained to be more disciplined. Wedemeyer (in Rusman, 2012) This Independent Study is necessary given to students so that they have deep responsibilities organize and discipline himself and in developing abilities learn on their own. In line with Wedemeyer, Moore (in Rusman, 2012) argues that the main characteristic of a process Independent Study is there opportunities provided to participants learn to participate in setting goals, sources, and evaluation of learning.

Role playing strategy as a learning method selected in the teaching and learning process for students. Student very enthusiastic or very attentive to the lesson if the lesson is indeed related to his life every day in society. Based learning enjoyable experience through development imagination and appreciation of students. Teacher as designer learning, designing scenarios that will be played by students, thus, enjoyable learning conditions and meaningful will be realized so as to cause interest student learning increases. According to Amri (in Ningsih, 2014) strategy plays a role is learning through the development of imagination and appreciation students by way of students portray a character, both living figures or die this strategy develops appreciation, responsibility, and skilled in using the material studied and According to Komalasari (2014) argues that role playing is a model of mastering materials learning through the development of imagination and appreciation student. Development of imagination and appreciation is carried out students by acting as living figures or inanimate objects. This game is generally done by more than one person. It depends on what is played.

4.2.2 The Process of Teaching Strategies Used by English Teacher in Teaching Young Learners at MIN 1 Sikka

From the results of interviews and observations, there are several stages in the process of implementing each strategy used by teacher at Filial MIN 1 Sikka, namely the process of implementing case-based small group discussion strategies, demonstration, games, independent learning, and Role play.

Case-based small group discussion strategy Based on the results of the interviews above, that one example of implementing discussion in the learning process is such as topics regarding direction, where the teacher realizes that students still do not understand the direction of the plan. which will be used as a guide so that the teacher prints the picture. - Draw a plan that will be discussed and then divided into several groups, once in a group they start to find out the vocabulary they want to use first, then organize it into sentences and then practice it in front of the class with their respective groups. According to Hardiansyah (2014) Says that, the small group discussion learning model consists of 6 stages, namely: 1) the teacher divides students into small groups of 4 to 6 people, 2) teacher provide readings or problems for each group, 3) ask students to discuss the reading or problem and put the points of the discussion on a piece of plenary paper, 4) from each group, ask they appointed a spokesperson to present the conclusions of the discussion group, and limit the time so that all groups can share equally, 5) ask other groups to provide comments or responses or questions, 6) the teacher provides a summary or reinforcement of the topic.

Demonstration strategy based on the results of the interviews above, in the process of implementing this strategy, there are several steps that are carried out, including opening with greetings and continuing with reading prayers, linking the previous topic with the topic to be studied and linked to student experiences, and Provides an overview of the benefits of learning that lesson will learn in everyday life. then in the main activity, the teacher starts by trying to explain the meaning of a sentence in English using body language, namely the teacher will carry out an activity and say it in English, then the students will be asked to repeat it until they can understand the meaning of the sentence and say the sentence correctly right in English. While the demonstration strategy has the following stages as revealed by Huda (2013), namely, 1) Clearly formulate the type of skills or skills acquired after the demonstration is carried out. 2) Determine the equipment used, then try it first so that the implementation of the demonstration does not fail. 3) Determine the procedures to be carried out, and conduct experiments before demonstrations are carried out. 4) Determine the duration of the demonstration. 5) Provide opportunities for students to provide comments during and after demonstrations. 6) Ask students to record things that are deemed necessary. 7) Establish a plan to assess student progress.

Games strategy Based on the results of the interviews above, in the process of implementing this strategy, there are several steps that are carried out, including opening with greetings and continuing with read a prayer, then after that it will be interspersed with a game

that has been inserted by the teacher so that students are more enthusiastic about starting learning and also a stimulus for students, then linking the previous topic with the topic to be studied and linked to student experiences, and Provides an overview of the benefits of learning that lesson will learn in everyday life. While the Games strategy has the following stages as revealed by Oktavia (2022), namely, 1) The teacher determines and gives the topic or game material to be used in learning, 2) The teacher prepares the supporting facilities needed to support learning success, 3) The teacher arranges instructions or steps for implementing learning, 4) The teacher explains to the students the aims and objectives as well as the rules game first, so that students are not confused during the process learning, 5) The teacher determines how long the game process lasts, 6) The teacher divides students into groups or individuals, 7) During the learning process the teacher is the leader, 8) When the allotted time is up, the teacher gives a signal to students so that students stop playing the game then students report the results of the game to the teacher, 9) The teacher gives conclusions and evaluates students.

Independent study strategy Based on the results of the interviews above, in the process of implementing this strategy, there are several steps that are carried out including, before starting the lesson the teacher will give 5 minutes for students to study the topic that has been taught before, after 5 minutes have passed the teacher and students will open with greetings and continue with reading prayers, linking the previous topic with the topic to be studied and linked to student experiences, and Provides an overview of the benefits of learning that lesson will learn in everyday life. While the independent study strategy has the following 6 stages as revealed by Oishi (2020), namely, 1) Preplanning is an initial activity done for process learning, 2) Creating an environment positive learning so that students can do self-study with well, 3) Develop a plan learning, 4) Identify appropriate learning activities, 5) Carry out learning activities and monitoring, 6) Evaluating learning outcomes individually, so that students can find out what is lacking and what is necessary repaired.

Role play strategy Based on the results of the interviews above, In the process of implementing this strategy, there are several steps that are carried out, including opening with greetings and continuing with reading prayers, linking the previous topic with the material to be studied and linked to student experiences, and Provides an overview of the benefits of learning that lesson will learn in everyday life. then in the main activity, the teacher will distribute each role to the students along with the dialogue they have to say, then they will first practice pronouncing the dialogue in English and continue with practicing the

movements they have to do, then after that the students will welcome to practice together. While the following are the steps of the Role Playing teaching strategy according to Asih, et al. (2013) namely, 1) The teacher arranges or prepares scenarios to be displayed, 2) Students form 3 groups of 6 or more members, 3) Provide an explanation of the competencies to be achieved, 4) Calling the students who have been appointed to act out the scenario already prepared, 5) Each student sits with his group while paying attention, observing the scenario that is being demonstrated, 6) After the performance is finished, each group is given a piece of paper as a worksheet to discuss, 7) Each group conveys the results of its conclusions, 8) The teacher provides general conclusions and evaluations.

4.2.3 The Problems Encountered When Implementing the Teaching Strategies Used by English Teachers in Teaching Young Students at MIN 1 Sikka

From the results of interviews and observations, in implementing the teaching strategies used by teacher at MIN 1 Sikka, of course there are some problems faced by this teacher. including the strategy of Case-based small group discussion, Independent Study, and Role play.

Case based small group discussion strategy based on the results of the interviews above, in the process of implementing this strategy the students were usually less focused because basically they preferred to play. While the lack of small learning strategies According to Dadahri (2012), group discussions are, 1) discussions usually waste more time so that it is not in line with the principle of efficiency, 2) can lead to dependence in the group so that he is not involved in discussion activities because he only relies on friends in his group, 3) can lead to domination of groups that are more numerous and better able to express ideas so that other groups did not make a significant contribution. Whereas in the results of observations made by researcher, this is inversely proportional to the results of interviews where it was found that students were more calm following the ongoing learning process, they were more focused and did not act excessively and after being confirmed again with informants, the reason students were more silent was because there was new people around them.

Independent study strategy based on the results of the interviews above, in the process of implementing this strategy in learning, students usually prefer to play when not being supervised by the teacher. Meanwhile, according to Wena (2009) the weaknesses of independent learning are, 1) the frequency of direct contact between fellow students and

between students and resource persons is very minimal and 2) opportunities for students to socialize with other students are very limited.

Role play strategy based on the results of the interviews above, in the process of implementing this strategy in learning, the problems encountered were only the students' pronunciation which was still not quite right. Meanwhile, according to Huda (2010) said that the weaknesses of role playing are, 1) the amount of time needed, 2) difficulty assigning certain roles to students if not properly trained, 3) impossibility of implementing a lesson plan if the class atmosphere is not conducive, 4) Requires really thorough preparation which will take time and effort, 5) Not all subject matter can be presented through this strategy.

With the above problems, the solution taken by the teacher to overcome this problem is to always ask questions, call students' names, and tell students to do something so that students focus on the teacher again, continue to observe several times during the process of implementing this strategy, where the teacher will go around every benches to ensure they stay focused in learning, and by more frequent training students how to pronounce a word or sentence correctly.

CONCLUSION AND SUGGESTION

Conclusion

Based on the results of research at MIN 1 Sikka it was concluded that, in the learning process there are 5 learning strategies used by the teacher in delivering learning material, namely Case-Based Small Group Discussion strategies, Demonstrations, Games, Independent Study, and Role Play. where the teaching strategy is used, the teacher will go through several different processes in each strategy such as the steps in the implementation process, to the time, class, and material used in each strategy which of course will also be different. As for implementing the learning strategy that has been chosen, there are several problems in the implementation process that teachers will definitely face, especially when the strategy is applied to young learners as students are usually less focused because basically they prefer to play, the class atmosphere is less conducive because students are more choose to play rather than study, and students' pronunciation is still not quite right.

Suggestion

Based on the conclusion, the researcher suggests to English teachers who especially teach young students, where teachers must prepare and provide various activities to students because their moods change quickly in participating in these activities. Teachers can use various strategies to create a more effective and enjoyable teaching and learning process. Assuming that young learners get bored easily, it also requires a variety of teaching. It will be easier and more fun for students if they make games that are more varied in the process of delivering material, which of course these games are related to the learning topic being studied at that time.

DAFTAR REFERENSI

- Abdul, Chaer. 2013. *Pengantar Semantik Bahasa Indonesia*. Jakarta: Rineka Cipta.
- Adekoya YM, Olatoye RA. 2011. *Effect of demonstration , peertutoring , and lecture teaching strategies on senior secondary school students ' achievement in an aspect of agricultural science .* The Pacific Journal of Science and Technology. 12(1):320–332.
- Al Khatib, S. A. (2012). *Exploring the relationship among loneliness, self-esteem, self-efficacy and gender in United Arab Emirates College Students*. Europe's Journal of Psychology, 8 (1), 159–181. Also available in <https://doi.org/10.5964/ejop.v8i1.301>
- Alberta Learning. 2002. *Instructional Strategies*. Edmonton, AB: Alberta Learning.
- A. Moleong, L.J. (1989). *Metodologi Penelitian Kualitatif*. Bandung Remaja Rosda Karya.
- Burns, Robert B. 2000. *Introduction to Research Method, 4 th edition*. London: Huge Publications.
- Brown, H-Douglas. 2000. *Principles of Language Learning and Teaching*. London: Longman.
- Brown, H. Douglas.2001. *Teaching by Principles an Interactive Approach to Language Pedagogy Second Edition*. New York: Pearson Education Company.
- Cameron Lynne. (2001). *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.
- Copland, F., and Garton, S. (2014). *Key themes and future directions in teaching English to young learners: introduction to the Special Issue*. ELT Journal 68(3), 223-230.
- Husein Umar. 2013. *Metode Penelitian Untuk Skripsi dan Tesis*. Jakarta: Rajawali
- Indriantoro, Nur dan Bambang Supono. 2013. *Metodologi Penelitian Bisnis Untuk Akuntansi dan Manajemen*. Yogyakarta: FEB Universitas Gajah Mada.
- Jansoon, N., Richard K.C., Ekasith S. 2009. *Understanding Mental Models of Dilution in Thai Students*. Vol. 4, No. 2, 147-168.
- Linse, Caroline T. 2005. *Practical English Language Teaching Young Learners*.
- Nunan, David, *Language Teaching Methodology*, London: Phoenix ELT, 1995

- Orlich, D.C., Harder, R.J., Callahan, R.C., Trevisan, M.S. and Brown, A.H. (2010). *Teaching strategies: A guide to effective instruction*. Boston: Wadsworth Cengage Learning.
- Sugiyono (2018a). *Metode Penelitian Kombinasi (Mixed Methods)*. Bandung: CV Alfabeta.
- Sugiyono (2018b). *Metode Penelitian Kuantitatif*. Bandung: Alfabeta.
- Srinivasan, M., Wilkes, M., Stevenson, F., Nguyen, T., & Slavin, S. (2007). *Comparing problem-based leaning with case-based learning: Effects of a major curricular shift at two institutions*. *Academic Medicine*, 82, 74-82. doi: 10.1097/01.ACM.0000249963.93776.aa
- Stephanie & K. Marrus. (2002). *Desain Penelitian Manajemen Strategik*. Jakarta: Rajawali Press.
- Wehrli, G., Nyquist, J.G. (2003). *Creating an Educational Curriculum for Learners at Any Level*. *AABB Conference*.